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ABSTRACT

The purpose of this bulletin is to point out the advantages of small schools (five rooms or less) and what makes them quality schools. Answers are supplied for the question, Why a Lutheran School in Our Congregation? (to provide opportunities through which the Holy Spirit can develop and maintain the Christian faith in each pupil) and When is a Small School Possible? (when the commitment to Christian education is strong enough). Advantages given for the small Lutheran school include providing a greater amount of parent-teacher-pastor-child interaction, bringing together Christian teachers and families striving to establish and maintain a Christian life-style for the school community, personalizing education when there are fewer students, and parents assuming more responsibility for the operation and success of the school. Points to consider concerning teaching staff in the small school include: the small faculty is advantageous in communication processes; often the pastor is a member of the teaching faculty; and the principal in a small school usually functions as both teacher and administrator. Other sections provide guidance on Expectations and Possibilities, Planning and Consulting, The Small School and the Congregation, and The Small School and the Community. A list of nine discussion questions concludes the document. (BRR)

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# SMALL SCHOOLS: QUALITY SCHOOLS

## "Five Rooms or Less"

Information Bulletin 31079

1979

Board of Parish Education
The Lutheran Church—Missouri Synod
3558 S. Jefferson Avenue
St. Louis, MO 63118

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## FORWARD

A myth exists that unconsciously believes: "quantity results in quality." Schools are also viewed in this light by some people. Just as "largeness" has certain advantages, "smallness" also has its own unique advantages that add to its quality. The purpose of this bulletin is to point out the advantages of small schools and what makes them quality schools. It is not intended to present all the details necessary for operating a small Lutheran school. Additional comprehensive information is contained in resources identified in this bulletin.

Numerous congregations have experienced the joy of operating small quality Lutheran schools for more than two-hundred years. They have experienced the values of such schools first hand. During this same time some congregations have been encouraged to close their schools because they became small. Occasionally, teachers and principals have sought positions in other schools only because their present ministries were in small schools. Such actions challenge the church to identify the strengths and advantages of being small. Boards of education and teachers need to recognize and capitalize on these assets.

This bulletin may be utilized as an independent reading booklet for individual teachers and parents as well as a discussion guide for faculty, board, and parent meetings. "Five Rooms or Less," a slide/cassette presentation is a companion item designed to be used with this bulletin. The purchase price--$30.00, rental--$5.00. The discussion guide at the end of this booklet is intended to be used with the booklet or with the slide/cassette presentation. All items are available from the Board of Parish Education, 3558 South Jefferson Avenue, St. Louis, MO 63118

We pray that this bulletin meets the challenge here presented. May it help the vision of the small school as a quality school become yours, not only in theory, but also in reality.

# *Small Schools: Quality Schools*

## Why a Lutheran School in Our Congregation?

The operation of any Lutheran school calls for a strong commitment to Christian education. For Lutheran schools to function most advantageously, congregations need to satisfactorily answer the question, "Why a Lutheran school?"

The primary purpose for Lutheran schools is to provide opportunities through which the Holy Spirit can develop and maintain the Christian faith in each pupil. This is achieved through Christian instruction and training in God's Word, the Bible. Faith in God and in the Savior Jesus Christ constitutes the heart of wisdom. It is necessary for salvation and when lived it becomes evident in all areas of life--in the family, the church, civic and community affairs, social life, and global considerations.

Lutheran schools are church when God's people are nurtured in faith, when as members of His kingdom they share the wonders of God, His very being and His creation. When Lutheran schools operate as the church, they enable students and teachers to develop an understanding of themselves and their purposes in life, and support them as they minister to each other and to their communities in love and faith.

A major tenent of the Lutheran church is that Christian instruction, training and ministry can best be accomplished in a Lutheran school.

RESOURCE: E01 - "Why a Lutheran School"

## Advantages of the Small Lutheran School

Schools need not have a large enrollment to be quality schools. Small Lutheran schools make major contributions to American education and to the Lutheran Church. Small schools (schools with five classrooms or less) serve the home and the church as they succeed in nurturing Christian learning and life.

Because of their small size, these schools encourage a greater amount of parent-teacher-child interaction. Parents, children, and teachers can become better acquainted and communicate more easily. The pastor of the congregation as well as the principal gets to know each child and family in the school and develops a personal concern for the spiritual welfare of each. As a result of this more frequent and personal communication, a feeling of "family" and "belonging" develops. Also, parents can have a greater input in school decisions.

Lutheran schools bring together Christian teachers and families who strive to establish and maintain a Christian life-style for the school community. Parents and teachers have a spiritual concern for the children and work together in the spirit of Christian love and forgiveness, and support each other in their homes as well as in their communities.

Teachers have an opportunity to personalize education when there are fewer students. There is also more opportunity for inter-student and student-teacher relationships. Often a more heterogeneous grouping exists where students learn from each other and tutor one another. Students too assume more responsibility in the daily activities of the school, which increases their opportunities to develop leadership abilities.

Parents assume more responsibility for the operation and success of the school. Because there are fewer parents, a high percentage get to serve as board of education members and provide volunteer help as teacher aides, librarians, nurses, lunchroom workers, and secretaries. Since the congregation or a small number of congregations sponsor the school, parents cooperate in establishing and in evaluating the achievement of these goals.

RESOURCE: E12 - "Parents as Partners"

Teachers who are generalists are chosen to teach a wide range of subjects at various grade levels. This is advantageous because the low pupil/teacher ratio allows the teacher to know the students' performance well and provide special help in grade and subject areas when needed. In addition, small schools often employ specialists in certain academic areas to provide a comprehensive faculty.

When Is a Small School Possible?

No set standards exist for when a congregation might begin a school. Congregations have begun educational programs as a first step of ministry, simultaneously with the opening of a preaching station, or late in the congregation's history. A school may be established with District support and after adequate feasibility study at any time. Congregations too small or financially unable to maintain a school may cooperate with one or more congregations to operate an interparish school.

Most congregations with a strong commitment to Christian education will want a school. The congregation will want to plan its program of Christian education prayerfully, ascertain its costs, determine its resources, and commit itself to a quality program. A quality program includes an appropriate curriculum, adequate facilities, satisfactory equipment, and dedicated able teachers.

RESOURCES: E02 - "Guidelines for Starting a New School," E08 - "Financial Planning and Accounting Handbook," 31577 - "Ponder Anew" (a slide/cassette on small school consolidation)

Expectations and Possibilities

The goal of the Lutheran school is to provide Christian nurture and training in surroundings that lead students to a meaningful worship-life--one which praises, glorifies and pleases God. In addition, the school serves as a mission outreach for the congregation and as a wholesome influence on the life of the community, nation, and world.

At the same time, the expectations of a Lutheran school need to be realistic. The school will not be able to solve all of life's problems, meet the needs of all learners, or serve as the only church agency for Christian education. For example, the church school does not relieve parents of their Christian responsibility of training and nurturing their children though it does join with the home in building a Christian education support system.

The school does not produce perfect children or adults, nor may it always provide the perfect curriculum. We must take our schools on the simple faith that God will bless the teaching of His Word as He promises in Isaiah 55:10-11 (NEB) "...as the rain and snow water the earth making it bring forth fruit, My Word shall not return to Me without accomplishing My purpose..."

The small school can adequately provide a fundamental curriculum and program that will meet the needs of today's children, but it may not be able to offer some of the extracurricular programs available in a large school. There must be realistic concepts of what small schools may expect to accomplish.

RESOURCE: E07 - "Curriculum Planning Guidelines"

Teaching Personnel in the Small School

Congregations will want to secure the best teachers, administrators, and support personnel available to staff its school. The Lutheran church has a long history of providing competent teachers for its schools. These teachers are especially prepared to teach God's Word along with the academic areas.

A small faculty is advantageous for conducting inservice meetings, curriculum planning, and other professional activities where communication, ownership, and cooperation are vital.

Often the pastor teaches the confirmation classes and is, therefore a member of the teaching faculty. As the shepherd of the congregation, and leader of the school, the pastor and principal provide a team leadership for the congregation's education program.

The principal in a small school usually functions as both teacher and administrator. Because of the dual position, the principal needs to be a capable administrator as well as an effective teacher.

The instructional style of the school may vary as faculty expertise changes and as the learning needs of students dictate. Each classroom may be self-contained or a departmentalized teaching program may be set up.

RESOURCE: E04 - "Personnel Handbook"

Planning and Consulting

It is always advantageous to be aware of support groups in the operation of a school, whether they be the congregation, the District, the local school district, or the state and national governments. Each group can make positive contributions to the school program.

The District, a regional subdivision of the Lutheran Church--Missouri Synod, exists to support and guide congregations in establishing and maintaining schools. The District education executive is interested in the welfare of the congregation's school program. If a congregation is interested in planning a school, the District executive stands ready to assure wise decision-making and successful program development. If the school already exists, the executive is interested in its continuing welfare and is eager to assist with program improvement efforts. The District executive is informed on state and federal regulations and will aid in clarifying and interpreting them.

Local and state school authorities generally are supportive of Christian schools and keep personnel informed on public school district practices and state regulations. Strong, positive relationships with the local public school superintendent, curriculum directors, and principals are helpful in providing Lutheran schools with the services to which all students are entitled.

Since a number of federal regulations extend to all schools, it is important to know what these regulations include. Teacher employment and certification, student recruitment, number and length of school days, curriculum content, library requirements, lunchroom operation, health measures, busing and nondiscrimination practices, laws concerning the physically and educationally handicapped, and the requirements of various title grants are samples of the government regulations that effect the operation of any school. The District education executive can be helpful in advising congregations about federal and state regulations.

Through the Synod's Board of Parish Education all Lutheran schools are members of the Council for American Private Education (CAPE). This organization promotes the vitality of the nation's private schools and enhances their contributions to American education and society. Many state-CAPE organizations also exist in which more individual school participation in national decision-making can occur.

RESOURCE: E06 - "Legal Requirements"

The Small School and the Congregation

A small school represents a major commitment when supported by a small congregation. It may, therefore, be viewed as a life-supporting function of the congregation. When this is the case, the membership becomes intimately acquainted with the school, its faculty, and students. This relationship promotes interest in the school as well as in other education programs of the congregation. To strengthen and maintain this Christian education spirit, the congregation and the school faculty must remind one another of the following:

1. God's concern for children and the concern which He expects of parents and congregations; (Deut. 6:4-9; Ps. 78:5-7; Matt. 28:19-20; Mark 16: 16; Eph. 6:4)
2. The importance of teaching general school subjects from a Christian viewpoint and encouraging students to glorify God in all things as they develop a Christian life world-view;
3. The value of education obtained in a Christian environment and atmosphere (Christian teachers and Christian students);
4. The benefits to the church through a quality school: a better understanding of church work and a more consecrated, active participation in church work, including stewardship growth; evangelism through the children; recruitment for the church's ministry (pastors, teachers, deaconesses); increased stability of membership;
5. The urgent need for a well-informed membership in the church at large;
6. That Lutheran schools are truly American--their Christian instruction makes them a power for good citizenship and a bulwark of freedom; and
7. The respectability of Lutheran schools among the country's school systems.

High interest and support can also be maintained through sermons, reports to congregations, newsletters, other informative public relation materials, and children's participation in church services. Support must be planned and nurtured.

A Lutheran school is a service institution. When a congregation perceives the positive value of school activities, it will generally support this educational venture. Recent statistical research indicates that Lutheran schools are a service institution and do make a difference. For example, students who have attended Lutheran schools (especially those who have attended more than three years):

1. Profess a great clarity of the way of salvation by grace through faith in Jesus Christ alone;
2. Display more Biblical knowledge and engage in a much fuller devotional life;
3. Do more witnessing to others about Christ;
4. Give a higher value to relationships with God and other persons;
5. Show more reasonable respect for authority;
6. Live out stronger tendencies to be forgiving and personally forthright with other people;
7. Reveal less tendency to be anxious about their faith and are less swayed by their peers.

The history of the schools of the Lutheran Church--Missouri Synod indicates that Lutheran school graduates provide stable and strong leadership in congregations.

The Small School and the Community

The school advances the common good by educating and serving the community's citizens. The school facility can be used as a community center by area study groups, Boy and Girl Scout activities, 4-H Clubs, community athletic endeavors, community organizations, civic groups, social-concerns groups, and as a voting poll.

These activities supported by the school, demonstrate that the school and congregation are there to serve the entire community, nation, and world.

The congregation should work together with community leaders to provide a wide variety of service programs to the community.

RESOURCE: E11 - "The Role of the Elementary School in Changing Communities"

# DISCUSSION QUESTIONS

## "Five Rooms or Less"

Small Schools: Quality Schools

1. What is the rationale for supporting a Lutheran school?

   To nurture the children of God in their faith through Christ-centered instruction, and to share the Good News of the Gospel with the community. For God to be in our living, He must be in our learning.

2. How do Synod and District offices support Lutheran schools?

   --synodically trained teachers
   --teacher placement assistance and "replacement" help
   --professional growth opportunities
   --publication of information bulletins and resource materials
   --provision for local school visits for evaluation and problem solving
   --assistance with state and federal regulations and programs
   --affiliation with Council for American Private Education
   --school feasibility studies

   Why is this support system of special value to a small school?

3. In what ways are parents supportive of Lutheran schools?

   --concerned about the Christian growth of their child
   --cooperate with pastor, principal, and teachers regarding school procedures and policies
   --serve as members of the board of education
   --volunteer to assist with health services, lunch programs, library staffing, school office work, and other areas
   --support their congregation and school financially
   --become an active part of the school/church family

   In what ways does a small school encourage parental support?

4. What are the special responsibilities of the staff re: curriculum, instruction, home/school relationships, building maintenance, extra-curricular programs, finances, transportation, etc.?

   --pastor
   --principal
   --teachers
   --custodians
   --bus drivers
   --lunchroom personnel

   What are the unique advantages of a small staff as the staff relates to children, parents, congregation, community, and to each other?

5. What learning opportunities do Lutheran schools provide?

   --knowing oneself as a child of God
   --living together as the family of God
   --loving God and loving each other
   --being forgiven by Him and by each other

--learning from Him, from teachers, and from each other
--translating learning into Christian citizenship

How does a small school provide "unique" opportunities for such learning?

6. What are the advantages of the multigrade classrooms of small schools?

There is greater opportunity for a student:

--to work at the childs own level
--to experience a flexible program
--to review or preview (formally or informally) what is being taught to another grade or group
--to help other students of the same or differing ages
--to be helped by other students
--to be taught by the same teacher for a number of years
--to learn to study independently

7. How can a small school meet individual needs?

--teachers know their students and families well, resulting in more individualized instruction and more frequent consulting with students and parents
--teachers know the total child which helps in dealing with personal problems
--communication network is strong due to a greater intimacy, a sense of family
--parents have a greater opportunity for input and sharing of concerns and accomplishments
--greater flexibility in curriculum (what is taught) and in scheduling (when it is taught)
--instruction has continuity throughout the school day and from year to year
--every student has opportunity to be involved in sports, music and art

8. List several factors about your small school that you view as disadvantages:

Which of the factors listed above are true disadvantages and which may in fact be of unique value to your small school?

How can your school overcome or compensate for its disadvantages?

9. Attempt to describe what you consider to be the ideal small Lutheran school:

# RESOURCES FOR LUTHERAN SCHOOLS

## EARLY CHILDHOOD:

| ORDER NO. | TITLE | PRICE |
|---|---|---|
| 20378 | DAY CARE MINISTRY (slides/script) | Rental $5.00 |
| 20478 | SOMETHING SPECIAL (slides/cassette: value early childhood ministry) | Rental $5.00 |
| 20578 | EARLY CHILDHOOD EDUCATION (tract) | $2.00 per 100 |
| 20678 | THE HOW, WHEN, WHERE, & WHAT OF ECE (Tract) | $2.00 per 100 |
| 20778 | EARLY CHILDHOOD CLASSROOM DEVOTIONS (12) | $1.50 per set |
| 20878 | PLANNING LUTHERAN EARLY CHILDHOOD PROGRAMS | $1.75 |
| 20979 | PLANNING LUTHERAN KINDERGARTENS | $1.25 |
| 222222 | PREKINDERGARTEN CURRICULUM (order from CPH) | $5.50 |

## EARLY CHILDHOOD AND ELEMENTARY:

| ORDER NO. | TITLE | PRICE |
|---|---|---|
| 31079 | SMALL SCHOOLS: QUALITY SCHOOLS | $1.00 |
| 31179 | FIVE ROOMS OR LESS (slides/cassette: value of small schools) | $30.00; Rental $5.00 |
| 31477 | PONDER ANEW (brochure to accompany 31577) | $2.00 per 100 |
| 31577 | PONDER ANEW (slides/cassette on small school consolidation) | $30.00; Rental $5.00 |
| 31679 | INSTRUCTIONAL MATERIALS GUIDE (new edition yearly) | $1.00 |
| 320-2 | INNOVATIONS NOTEBOOK (30 descriptions) | $6.00 |
| 32579 | CHILDREN—GOD'S GIFTS (40 chapel talks) | $1.50 |
| 3257- | CHAPEL TALKS (back issues) | .75 |
| 33879 | EARLY CHILDHOOD-ELEMENTARY SCHOOL STATISTICS, 1978-79 (summary) | Free |
| 33979 | EARLY CHILDHOOD-ELEMENTARY SCHOOL STATISTICS, 1978-79 (cumulative/detailed) | $1.50 |
| 34076 | BIBLIOGRAPHY FOR PRINCIPALS (from *Lutheran Education*) | Free |
| 34176 | THE LUTHERAN ELEMENTARY PRINCIPAL | .25 |
| 342-2 | THE TEACHER & THE PARISH | .25 |
| 343-2 | SO YOU WANT A LEARNING CENTER? | .25 |
| 221251 | CURRICULUM GUIDE, Kdg-3 (order from CPH) | $8.95 |
| 221252 | CURRICULUM GUIDE, Gr.4-6 (order from CPH) | $8.95 |
| 221253 | CURRICULUM GUIDE, Gr.7-8 (order from CPH) | $8.95 |
| TXD | LET'S JUST PRAISE THE LORD (slides/cassette: devotion re: Christian educ.) | Rental $5.00 |

## PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS SERIES:

| | | |
|---|---|---|
| EO1 | WHY THE LUTHERAN SCHOOL | $1.00 |
| EO2 | GUIDELINES FOR STARTING A NEW SCHOOL | $1.50 |
| EO3 | BOARD OF EDUCATION HANDBOOK | $1.25 |
| EO4 | PERSONNEL HANDBOOK | $1.25 |
| EO5 | RECRUITMENT/PUBLIC RELATIONS/TRANSPORTATION HANDBOOK | $1.00 |
| EO6 | LEGAL REQUIREMENTS | $1.00 |
| EO7 | CURRICULUM PLANNING GUIDELINES | $1.00 |
| EO8 | FINANCIAL PLANNING AND ACCOUNTING HANDBOOK | $1.50 |
| EO9 | FUNDING ELEMENTARY SCHOOLS | $1.25 |
| E10 | BUILDING/EQUIPMENT | $1.00 |
| E11 | ROLE OF SCHOOL IN CHANGING COMMUNITIES | $1.25 |
| E12 | PARENTS AS PARTNERS | $1.25 |
| E13 | MODEL LUTHERAN SCHOOLS | $1.25 |



## PM

| | | |
|---|---|---|
| PM | UNDERSTANDING EARLY CHILDHOOD, Ages 1-6 (20 filmstrips/cassettes) | Rental $5.00 |
| T-TP | GROWTH IN LOVE: PARENTING (filmstrip/cassette) | Rental $5.00 |
| PM | PARENT INVOLVEMENT (20 filmstrips/cassettes) | Rental $5.00 |
| AGS | SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING (parenting course) | Rental $5.00 |
| MPH | CHRISTIAN LIVING WITH YOUNG CHILDREN, Infant to 6 (filmstrips/cassette) | Rental $5.00 |

| ORDER NO. | TITLE | PRICE |
|---|---|---|
| **EARLY CHILDHOOD, ELEMENTARY, AND SECONDARY:** | | |
| 304-2 | PUBLIC AID TO CHURCH RELATED SCHOOLS | .25 |
| 306-2 | IS IT TUITION OR A DEDUCTIBLE CONTRIBUTION? | Free |
| 31278 | SCHOOL & DISTRICT SAMPLE SALARY SCHEDULES | .50 |
| 317-2 | SCHOOL COMMUNICATION: PR THAT'S DIFFERENT | .25 |
| 319-2 | A LUTHERAN SCHOOL STRATEGY FOR CHANGE | .25 |
| 32179 | LUTHERAN SCHOOL—AN OPPORTUNITY FOR MISSION | $1.00 |
| 345-2 | CAPSULE HISTORY: LCMS SCHOOLS (timeline: 1838-1971) | .25 |
| 34876 | TITLE IX REGS & SELF-EVALUATION HANDBOOK | $1.50 |
| 36979 | COUNCIL FOR AMERICAN PRIVATE EDUCATION (info. packet) | Free |
| 370-2 | LUTHERAN SCHOOLS: 15 CRUCIAL YEARS (1959-73) | $4.00 |
| 371-2 | INSTALLATION SERVICE FOR TEACHERS (2 sample forms) | .25 |
| 37577 | PROCEDURES FOR CALLING & CONTRACTING OF PERSONNEL INTO THE EDUCATIONAL MINISTRIES OF THE LCMS | .25 |
| 38178 | SCHOOL PROMO TV SPOT #1 (multicultural, urban) | $25.00 |
| 35276 | WE ARE COMMITTED TO LUTHERAN EDUCATION & SECONDARY EDUCATION BECAUSE... (tract) | $2.00 per 100 |
| 35377 | DO LUTHERAN SCHOOLS MAKE A DIFFERENCE? (tract) | $2.00 per 100 |
| 354-2 | PERFORMING OUR PATTERNS (30 inservice resource guides) | $6.00 |
| 36278 | FAIR LABOR EMPLOYMENT STANDARD ACT, 1977 (summary) | Free |
| 36377 | TEACHERS' & PRINCIPALS' LEGAL RESPONSIBILITIES ON & OFF SCHOOL PROPERTY: INJURIES & NEGLIGENCE | .50 |
| 36577 | COPYRIGHT LAW, 1977 | $1.50 |
| 36677 | STUDENT RECORDS (Buckley Amendment) | Free |
| 36278 | SCHOOL PROMO TV SPOT #2 (Caucasian) | $25.00 |
| 38378 | SCHOOL PROMO TV SPOT #3 (multicultural, upper elementary & high school) | $25.00 |
| LCMS | TAX AND GENERAL INFORMATION BULLETIN | Free |
| PDK | PRIVATE SCHOOLS: FROM THE PURITANS TO THE PRESENT | .40 |
| CPH | HOW DIFFERENT ARE PEOPLE WHO ATTENDED LUTHERAN SCHOOLS? (also available from CPH) | $1.98 |
| **SECONDARY:** | | |
| 401-2 | LUTHERAN HIGH SCHOOLS: HISTORY, OPERATIONS, EFFECTIVENESS | .25 |
| 404-2 | GUIDE FOR EVALUATING PERFORMANCE OF LUTHERAN SECONDARY SCHOOLS | .75 |
| 405-2 | LUTHERAN SECONDARY SCHOOLS QUARTERLY (annual subscription) | $4.00 |
| 40679 | COMMUNITY LUTHERAN HIGH SCHOOL STATISTICS, 1978-79 (complete report) | $1.00 |
| 40779 | LUTHERAN HIGH SCHOOL STATISTICS, 1978-79 (summary) | Free |
| 40878 | COMPILATION OF THE HISTORIES OF LUTHERAN HIGH SCHOOLS | $2.00 |
| **PLANNING FOR LUTHERAN HIGH SCHOOLS SERIES:** | | |
| H01 | GUIDELINES FOR GETTING STARTED | .75 |
| H02 | PLANNING CHART | .25 |
| H03 | STEERING COMMITTEE HANDBOOK | .75 |
| H04 | BOARD OF DIRECTORS HANDBOOK | .50 |
| H05 | THANKS, WE NEEDED THAT (slides/cassette for 2 projectors) | $35.00 |
| H06 | RESOURCES FOR ORGANIZATION PLANNING | .75 |
| H07A | YOUNG PEOPLE SAY (tract) | $1.50/100 |
| H07B | PARENTS SAY (tract) | $1.50/100 |
| H07C | COMMUNITY SAYS (tract) | $1.50/100 |
| H08 | ENROLLMENT PLANNING | .75 |
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# MULTIETHNIC EDUCATION

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| BSM-WR | WALNUT PK PROJECT: Congregation/Community Ministry Model (filmstrip/ guide/cassette/study report) | Loan Free |
| 34979 | WHAT SYNOD SAYS RE: MULTI-CULTURAL MINISTRY (1967- ) | .50 |
| 35477 | DEVELOPING MULTICULTURAL MINISTRIES (POP Guide #25) | .25 |
| 35578 | THIRD WORLD LUTHERAN SCHOOL STATISTICS | .50 |
| 35678 | IT'S GREAT TO BE IN MINISTRY TOGETHER (brochure) | $2.00 per 100 |
| 37779 | MULTICULTURAL EDUCATION PACKET | $1.00 |
| 37978 | SCHOOL ENROLLMENT GUIDE-LINES AND RATIONALE | Free |
| 38077 | PROMOTING A MULTI-CULTURAL MINISTRY | Free |
| **PREJUDICE/RACISM:** | | |
| CIB | UNDERSTANDING INSTITUTIONAL RACISM (filmstrip/cassette) | Rental $5.00 |
| 37679 | RACISM INFORMATION PACKET | $1.00 |
| SBS | PREJUDICE: THE INVISIBLE WALL (classroom kit with cassette) | Rental $15.00 |
| CIB | FROM RACISM TO PLURALISM (Filmstrip/cassette) | Rental $5.00 |
| **DESEGREGATION/INTEGRATION:** | | |
| NCC | SCHOOL DESEGREGATION: COMMUNITY PREPARATION & ROLE OF THE CHURCHES | 2.50 |
| NEA | DESEGREGATION/ INTEGRATION: PLANNING FOR SCHOOL CHANGE | $2.50 |
| HEW | HANDBOOK FOR INTEGRATED SCHOOLING | Free |
| NIE | CITIZEN'S GUIDE TO SCHOOL DESEGREATION LAW | Free |
| ECS | DESEGREGATION TASK FORCE POSITION STATEMENT | Free |
| 35079 | DESEGREGATION/ INTEGRATION INFORMATION PACKET | $1.00 |
| 35179 | NONDISCRIMINATION GUIDE-LINES FOR SCHOOLS | $1.00 |
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| 37879 | SPANISH MINISTRIES INFORMATION PACKET | $1.00 |
| CIB | UNLEARNING INDIAN STEREOTYPES (filmstrip/ cassette) | Rental $5.00 |
| CIMS | HEY, WHERE'S US GUYS? (filmstrip/cassette) | Loan Free |
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